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Hampton



**Out from Cabin
and Teepee**

Hampton
Normal and Agricultural Institute

(Founded by General S. C. Armstrong, 1868)

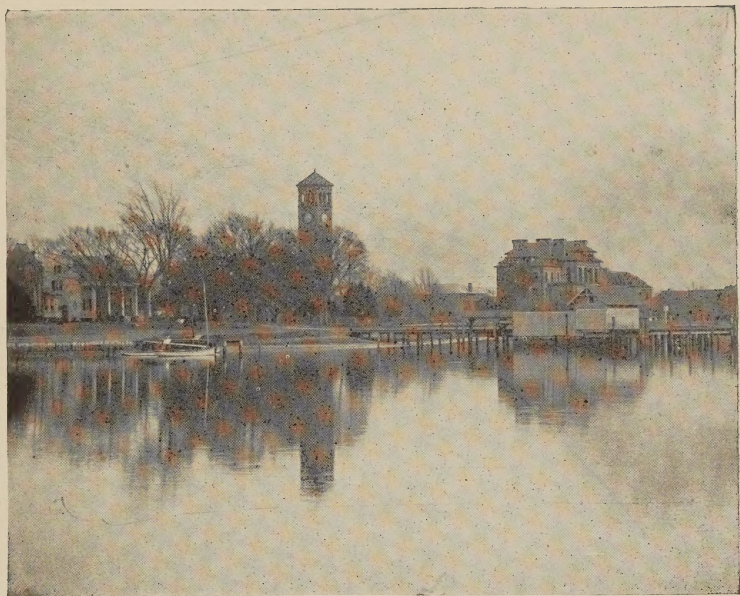
HAMPTON, VIRGINIA

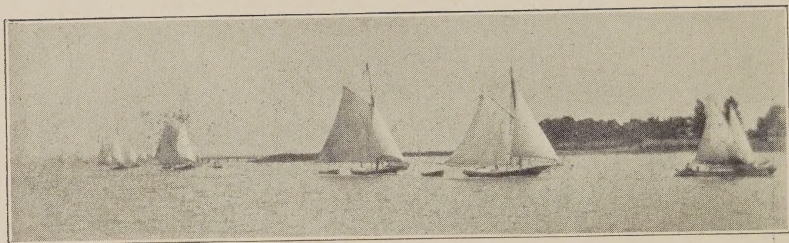


REV. H. B. FRISSELL, D. D.

Principal

HAMPTON INSTITUTE PRESS
1900





Hampton Institute

HAMPTON INSTITUTE is beautifully located on an arm of the Chesapeake Bay near Fort Monroe, and overlooks the historic waters of Hampton Roads.

There are gathered here from the Negro cabins of the South some five hundred young men and women, and from the Indian tepees of the West, one hundred and thirty-five boys and girls.

The fifty-five buildings accommodate also about eighty officers and teachers. They include besides dormitories and school buildings, a library, church, hospital, gymnasium, a saw and planing mill, various shops, a well equipped trade school and a large building for domestic science and agriculture.

The Aim of Hampton

THE AIM of the Hampton School is to train these young men and women in such ways as will prepare them to be of the most service to their own people.

The religious influence is purely undenominational, but actively and practically Christian. Service is held every Sunday in the beautiful Memorial Church, and prayers every evening after supper in the chapel. A Sunday school for Bible study, and various organizations for mutual helpfulness and missionary work are a part of the system.



MEMORIAL CHURCH



THE "WHITTIER"

Departments

THE Institute has Academic, Normal, Business, Trade, Agriculture, and Domestic Science courses, with both day and night classes.

The Whittier day school gives instruction to some 400 colored children from the neighborhood, in kindergarten work, manual training, cooking, sewing, and gardening, besides the usual primary studies. This school at the same time affords opportunities for practical work to the Normal students.

Trades

THE TRADE DEPARTMENT includes courses in carpentry, cabinet-making, bricklaying, plastering, painting, wheelwright, blacksmithing, machine work, steam engineering, tailoring, shoe and harness making, tinsmithing, and printing. Wood-turning is given with some trades, and mechanical drawing with all that require it.

A trade course usually occupies three years:—the first in the trade school; the second in one of the productive industries, to get an idea of the commercial value of the work; and the third in the trade school, where the course is completed.



CARPENTERS AT WORK ON A STAIRWAY



A ONE-ROOM CABIN

Domestic Science

DOMESTIC SCIENCE training includes sewing, dressmaking, millinery, laundering, cooking, and housekeeping. By instruction in these branches, young women are prepared to teach their people the art of homemaking, carrying back with them to the destitute cabins and tepees the practical knowledge by means of which even the poorest may have clean and attractive homes and healthful surroundings.

A special course prepares advanced pupils for the position of matron, lady principal, or domestic science instructor.

Agriculture

THE AGRICULTURAL DEPARTMENT is fully equipped for classroom, laboratory, farm-engineering, dairying, and greenhouse work, and has several grain, vegetable, and stock farms and orchards, on which the students have instruction and practice.

A model four-acre farm is carried on by the students, to show how a family may be supported on its products.



A FIELD LESSON IN AGRICULTURE



AN OLD-TIME BARN



A MODEL BARN



LAYING A FOUNDATION

Productive Industries

THE sixteen productive industries include a large saw and planing mill, two farms of about seven hundred and fifty acres, and an industrial department which provides for all the sewing, cooking, and general work of the institution. It is here that the students have a chance to practice the trades they have learned, and to earn a part, at least, of the cost of their board and clothing.

Graduates

HAMPTON has sent out over a thousand graduates, of whom sixty per cent are engaged in teaching. At least five thousand under-graduates have gone out to prove the value of the industrial training that they have received. Of the colored students who have finished their trades since 1885, about seventy per cent are either teaching trades or working at them. Many of these young people, of both races, have opened shops; many are successful farmers; still others are engaged in various business enterprises; while a limited number have taken advanced courses and fitted themselves for professional careers. Hundreds are living useful and upright lives in obscure country places where such examples are most needed.

Needs

TO aid the students in their efforts at self-help an academic scholarship of seventy dollars and an industrial scholarship of thirty dollars, which provide for tuition only, are given each worthy student. These are solicited from friends, and the pupil thus benefitted writes a letter of acknowledgment to the person or society that has aided him.

A permanent academic scholarship is \$1,500

“ — industrial “ “ 600

An annual academic “ “ 70

“ “ industrial “ “ 30

Gifts of money or material are always welcome.

HAMPTON and its thousand students are more or less dependent upon their friends. The yearly expenses are large in spite of every effort. Industrial education is always expensive and the school has to ask aid constantly.

Legacies toward the completion of an endowment fund are solicited. Large gifts may be applied in many ways—to permanent scholarships, equipment of buildings and departments, or to general expenses.





Mammy's Growin' Ole

JAMES D. CORROTHERS

IN de little cabin yonder
Mammy's growin' ole;
But she lubs to set an' ponder,
When de sunset gol'
Flushes up de hill an' medder,
How de deah, good Laud hab led her
Th'u' de sunshine an' de shadder,
'Tell she's gray an' ole
You kin see her th'u' de winder,
Near de firelight's glow
Dah you 'll fine her, summah 'n winter,
Rain er shine er snow,
Dressed in her ole-fashioned manner,
In her apron an' bandanner,
Croonin' softly, sometimes, an' er
Rockin' to an' fro.
Yes, she's gittin' ole, an' fallin'
Failin' evah day.
You kin see de way she's ailin'
She h'aint long to stay;
An' some day, while tears a'h streamin',
Mam'y'l fall asleep a-dreamin'
Ob de light she's seed a-gleamin'
Up de King's highway.

On the Big Horn

[From the poem of John Greenleaf Whittier referring to Chief Rain-in-the-Face, one of the foremost leaders in the Custer massacre, who applied for admission to Hampton in 1886.]

O Hampton, down by the sea !
What voice is beseeching thee
 For the scholar's lowliest place ?
Can this be the voice of him
Who fought on the Big Horn's rim ?
 Can this be Rain-in-the-Face ?
His war-paint is washed away,
His hands have forgotten to slay;
 He seeks for himself and his race
The arts of peace and the lore
That give to the skilled hand more
 Than the spoil of war and chase.





O chief of the Christ-like school !
Can the zeal of thy heart grow cool ?
 When the victor scarred with fight
Like a child for thy guidance craves,
And the faces of hunters and braves
 Are turning to thee for light ?

The Ute and the wandering Crow
Shall know as the white men know,
 And fare as the white men fare ;
The pale and the red shall be brothers,
One's rights shall be as another's,
 Home, School, and House of Prayer !

O mountains that climb to snow,
O river winding below,
 Through meadows by war once trod,
O wild, waste lands that await
The harvest exceeding great,
 Break forth into praise of God !

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